



On the Green—A publication for Gallaudet faculty, teachers, and staff
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October 21, 1998
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GRI holds first Priority Area Research Forum

By Dr. Carol Traxler
The first Priority Area Research Forum of the Gallaudet Research Institute was held on September 30 in the Gallaudet University Kellogg Conference Center Auditorium.

The Forum provided an opportunity for faculty and staff who have received GRI Directed Priority Area Research Funds over the last two years to make brief presentations regarding their findings or the status of their research efforts. It was also intended to encourage other faculty, staff, and students to submit applications for funding of their research projects through either the Directed Priority Area or Small Grant Research Funds.

The first two presentations were from faculty in the Department of Audiology and Speech Language Pathology. Dr. Brandt Culpepper presented "Test Operating Characteristics and Pass/Refer Criteria for Hearing Screening Using Evoked Otoacoustic Emissions."

Culpepper described the results of using a new screening method with adults as a precursor to studying optimal protocols for early hearing screening in infants.

In his presentation, "Toward Understanding Determinants of Reduced Speech Intelligibility of Deaf and Hard of Hearing Individuals," Dr. James Mahshie described the results of his study in which attributes of speech related to intelligibility were manipulated in synthesized speech and the perceived intelligibility of the utterances were evaluated by a panel of judges.

In "A Longitudinal Study of the Retention of Undergraduates at Gallaudet University," by Dr. Thomas Kluwin (Educational Foundations and Research), Dr. Carolyn Corbett (Psychology), and Dr. Catherine Andersen

(School of Undergraduate Studies), Kluwin discussed features of students who leave and students who stay at Gallaudet, as learned from this study of undergraduate students entering in the fall of 1995, 1996, and 1997.

In a study originated by Dr. Kay Meadow-Orlans, Dr. Marilyn Sass-Lehrer (Education), and Dr. Donna Mertens (Educational Foundations and Research) entitled "Support Services for Parents and Their Deaf and Hard of Hearing Children," Mertens reported on a national survey of

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Dr. Bernard Bragg, a 1952 graduate of Gallaudet, reviews the criteria of the Bernard Bragg, '52, Endowed Chair, with President I. King Jordan and Vice President for Institutional Advancement Peg Hall. Bragg, an internationally acclaimed actor, made a gift to the University to establish this Endowed Chair for Deaf People and the Theatre Arts. (In-depth information on Bragg's gift will appear in an upcoming issue of *On the Green*.)

International students featured in Japanese TV commercial

By Mike Kaika
A television crew contracted by the Nippon Foundation was on campus for several days last month to film a commercial for Japanese audiences featuring several of Gallaudet University's international students.

The Nippon Foundation, which established an endowment at Gallaudet to offer financial assistance to international students from developing countries, wants to show the Japanese people how these students are improving their education and their lives so that when they return to their native countries, they will become leaders and role models for future generations of deaf people.

Gallaudet's Public Relations Office worked with the television crew to arrange interviews over a two-day period with students from countries such as Brazil, Bulgaria, South Africa, Costa Rica, Argentina, Malaysia, Jamaica, and Slovakia. Also, faculty members in the Department of Communication Arts allowed the film crew to observe and tape a class.

After the initial interviews, the TV crew selected six students to appear in the taping at various locations on campus. Shooting was done in the School of Management's computer lab in Ely Center, a classroom in Kendall Hall, the upper level of the Peikoff Alumni House, as well as outdoor locations. An enormous amount of time, preparation, and logistics go into the making of any commercial. The film crew spent over 10 hours one day filming students in a variety of scenes. When the final editing is completed, the commercial will be about one minute long.

The message Nippon wants to convey to its viewers is important to the Foundation and to Gallaudet as well. Throughout the four-day session, two public relations officials from the Nippon Foundation were present and conferred with the producer and director of the production company making the commercial.

The international students were asked questions during the initial interview such as how they found out about Gallaudet, what

kind of schooling did they have in their home country, what do they plan to do after graduation, and what are their comments about Gallaudet. Not surprisingly, all of the students interviewed said that Gallaudet has enabled them to broaden their knowledge, provide them with opportunities to succeed, and help them to understand ways in which they can help deaf people, as well as hearing people, in their country.

Additionally, virtually all of the students interviewed said they were educated through the oral method in their homeland; sign language was, and still is, not accepted in many of the developing nations. For some of the students, Gallaudet was their first introduction to sign language and deaf culture.

All of the students are deeply grateful to the Nippon Foundation for establishing an endowment at Gallaudet. Without the financial support they receive for tuition and books, many undoubtedly would not have been able to come here. **G**

Inquiring minds want to know!

The Office of Public Relations is currently seeking input on *On the Green*, the University's official publication for faculty, staff, and teachers. You are encouraged to help us better provide the community with a quality product by filling out and mailing a questionnaire that appeared in the October 7 issue.

An online survey can also be accessed by going directly to *On the Green's* World Wide Web site: <http://www.gallaudet.edu/~otgweb>



David Birnbaum (left) confers with Michael O'Donnell while demonstrating Vision Link, which is on the computer being used by a student at the October 6 Vendor Expo in Ely Center. Eight deaf-owned businesses displayed their products and services at the Expo, which was sponsored by the Department of Contracts and Purchasing.

PCNMP HAPPENINGS

Timeline presentations

At the start of the school year, the junior team at MSSD began to get the big picture of American history from 1850 to the present by working on a timeline that is divided into decades.

Small groups of students are working on the highlights of each decade, covering inventions, the federal government, famous people, major events, and parallels in deaf history to the greater American society. When the timeline is finished, it is hung across a great span of classroom where it will stay throughout the year as the students, teachers, and staff delve further into particular eras or events.

Once displayed for all to see, it can be used throughout the course of study as a reference

point in the chronology of events in American history. Pairs of students learn about particular decades that may interest them. When they have identified the highlights of their decades, larger groups of students come together to share their reports. Large groups are structured so that they have a report on each decade.

One of the fascinating aspects of this activity is the way the students are grouped. At the beginning of the school year, the team focuses on the seven (and now possibly eight) multiple intelligences of Howard Gardner. They learn that each of us has learning strengths and weaknesses. Students identify their strengths, then form groups to assure that their multiple intelligences are

represented as a strength.

For example, the student with a strength in linguistic intelligence might do the writing for the group; the one who is strong in interpersonal intelligence would help to run the discussion groups; and the one who is strong in bodily kinesthetic intelligence would lead the construction of the timeline itself. The team discovered that grouping students this way for the activity helps to assure that everyone makes an important contribution to the team.

The students are not grouped this way for every activity, but the team has found it an effective way to build a climate of cooperation, understanding, and respect among the students, teachers, and staff. As the students present their work, their peers give feedback using evaluation sheets. Students are also asked to reflect on their experiences and answer questions relating to their projects.

In the students' words:

• "I felt more confident about finding background information. In working together as a group, I feel like we learned to trust each other and cooperate with each other better. We can teach each other and learn from each other."

• "I learned something new, like how to find information from the computer through the World Wide Web."

• "I enjoyed the timeline project, including the research about women and Deaf history. It made me realize how lucky I am!"

The students' comments reflect several major goals of instruction at KDES and MSSD: emphasizing cooperation and collaboration; using technology to research a project; and increasing multicultural understanding. With exciting projects like this, the junior team is off to a great start that promises to provide MSSD students with a strong base of knowledge and skills they will need to succeed in the future. **G**

Priority Area Research Forum

continued from page one

parents of deaf and hard of hearing children. She commented that the parents "welcomed the opportunity to provide advice to the professionals that serve families with deaf and hard of hearing children" and advised these professionals to "listen to parents, don't patronize, provide information regarding the full range of choices, and involve parents in decision making."

David Schleper and Dr. Linda Delk (Pre-College National Mission Programs) presented a videotape and description of "The Shared Reading Project." They hope to find on-campus collaborators who will seek support through the Priority Area Research Fund to conduct studies related to this data-rich project in which deaf tutors work with hearing parents of deaf children at many sites throughout the country to model shared reading.

Cynthia Bailes (Education) presented preliminary results from "The Strategic Use of American Sign Language by Teachers in English Language Arts Classes for Deaf Primary Grade Students in Bilingual School Settings." Her qualitative research methodology included a collection of videotaped interviews and observations followed by document reviews in which translations/transcriptions were shared with participants.

Dr. Dennis Galvan (Psychology) included a videotape component in his presentation of "The Acquisition of Narrative Discourse Competence in Deaf Children with Deaf or Hearing Parents" to illustrate the difficulty in obtaining interpretations with high inter-rater reliability. He emphasized the need for training and supervision of coders of videotaped data in studies such as this.

Dr. Jane Freiburg (English) reported on her study with Leslie

Rach (English) entitled "Using Literacy Portfolios to Promote Self-Assessment Activities in English," describing the influences of portfolios on students learning to assess their reading and writing abilities as they complete assignments designed to encourage them to become more successful readers, more confident writers, and more reflective learners.

Dr. Barbara Gerner de Garcia (Educational Foundations and Research) presented "Becoming Bilingual/ Bicultural: The Experiences of Minority Graduate Students," her study of minority hearing, hard of hearing, and deaf graduate students gaining language and cultural competence in ASL and Deaf culture. This effort was to inform recruitment and retention efforts aimed at minority graduate students.

Barbara White (Social Work) presented preliminary results from her study "Deaf-Parented Adoptive Families: The Effects of Perceptions of Entitlement and Perceptions of Social Support on Family Functioning." Salient in her presentation was a videotape used in data collection, showing the great care that was taken to address concerns related to the protection of subjects who were responding to the study's measures of social support, entitlement, and family functioning.

Following the Forum presentations, and again on the following day, Dr. Charles Reilly (Small Grants) and Dr. Carol Traxler (Priority Area Research), both of GRI, presented information to attendees interested in applying for these research funds.

The fall semester deadline for applications to the Institutional Review Board for the Protection of Human Subjects (IRB) was October 9. The deadline for applications for Directed Priority Area Research and for Small Grants is

October 26. Application forms are available at GRI, HMB S416.

Information about research funding at Gallaudet can be found on the Web at:

<http://gri.gallaudet.edu/gri/funding.html> **G**

Check out 'On the Green's' Web version

All of the articles and photographs that appear in each week's issue of *On the Green* can also be read in *On the Green's* Web version, the on-line version of Gallaudet's faculty/staff newsletter. And because space limitations are not an issue in cyberspace like they are in newsprint, some articles in the Web version may contain additional information. *On the Green's* Web version can be accessed through the University's homepage.

ON THE GREEN

Kendall Green
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695

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Editor

Todd Byrd

Photo Editor

Sherry Duhon

Staff Writer

Katherine DeLorenzo

Design/Production

Graphic Design & Production

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WHAT'S HAPPENING... AND WHEN

(Note: for more information about University athletic events, call the Athletics Department at x5603; for MSSD athletic events, call x5361.)

October 21—Volleyball vs. Marymount, 7 p.m. (Home); ASL Modules: Look-Alike Signs, Part 3, 2-3 p.m., Merrill Learning Center, Room US-11

October 22-24—The First World Congress on Mental Health and Deafness: "Coming Together for a Better Tomorrow," Cost: \$405 for entire conference and \$215 for one day.

October 22—ASL Modules: Numbers in Everyday Use, 2:30-3:30 p.m., Merrill Learning Center, Room US-11

October 23-24—Volleyball at Juniata Tournament, Time: TBA (Away)

October 24—Football vs. Appalachian State Club, 1 p.m. (Home); Men's Soccer at Marymount, Time: TBA (Away); Swimming at CAC Relays at Salisbury State, 1 p.m. (Away); Women's Soccer at Dundalk Community College, 11 a.m. (Away)

October 26—Men's Soccer vs. Bowie State, 3:30 p.m. (Home); ASL Modules: Temporal Aspects, 2-3 p.m., Merrill Learning Center, Room US-11

October 27—Undergraduate students: Last day to withdraw with

WD grade and last day to change to audit; ASL Modules: Numbers in Everyday Use, 2:30-3:30 p.m., Merrill Learning Center, Room US-11; Volleyball at Mary Washington, 7 p.m. (Away)

October 28—ASL Modules: Look-Alike Signs, Part 4, 2-3 p.m., Merrill Learning Center, Room US-11

October 29—9th Annual International Student Job Fair, 1-4 p.m., this event will be held at American University. For more information, contact Dawn Jacobs in the Career Center at dawn.jacobs@gallaudet.edu or go to their website at: www.american.edu/other.depts/career/

October 30—ASL Interaction Lunch, 12-1 p.m., The Abbey

October 31—Cross Country at Mason-Dixon Championships, 10 a.m. (Away)

November 1—Football at Wesley JV, 1 p.m. (Away)

Community Events:

October 21-23 & 26-28—Publick Playhouse: *Aguila Real*, sign-interpreted performances at 10:30 a.m., 5445 Landover Road, Cheverly, Md., (301) 277-1710 or (301) 277-0312 (TTY)

Stu • dent • sau • rus

(stōō • dant • soar • ús) n. 1. a special breed of inquisitive men and women who Gallaudet recruits, retains, and educates. 2. pizza-eaters.

"Lights! Camera! Click!"

By Roz Prickett

New York City, the town where dreams can come true. It's a place of glitz, glamour, movie stars, and mayhem. It's also the locale for Heidi Ramborger's internship last summer.

An aspiring young photographer, Ramborger achieved an internship by securing the opportunity to work and learn alongside one of the most—if not the most—famous photographers of our time, Annie Leibovitz. Leibovitz, who is best known for her photographic portraits of Hollywood stars, has become known around the world as a celebrity herself.

According to Ramborger, Leibovitz is also known among her staff as being extremely humble, calm, sweet, funny, and giving—not exactly the adjectives you'd think would apply to someone who has risen to the top of a tough and unforgiving industry. Maybe that's the key to her success. Ramborger hopes to follow in her footsteps.

"She is the best photographer I have ever seen," says Ramborger. "Wow." Ramborger says that being a part of Leibovitz's staff for two months was an invaluable experience and not one she will soon forget.

Being deaf, Ramborger said, wasn't an issue because photographers and others who work in the media are used to and are comfortable using their bodies and hand gestures to communicate. However, her deafness did land her in a position envied by the other nine interns also working for Leibovitz during the summer. Because the work generally assigned to an intern involves more of the business side of photography—working on Leibovitz's new book and working the phones—Ramborger was instead assigned to the production crew.

Ramborger was able to go on location with Leibovitz and her whole production crew to assist with lighting and other similar tasks. She got to see and learn hands-on what it takes to get the perfect picture. What she admired most was Leibovitz's ability to really connect with her subjects, making them feel comfortable and

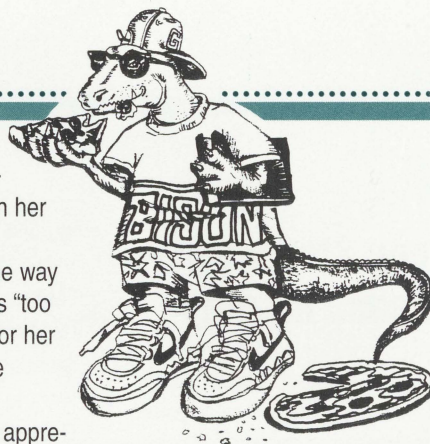
at ease. This skill is something she hopes to apply in her own photography work.

Although she admits the way of life in New York City was "too busy and too fast-paced" for her tastes, and the hours were long—generally 5 a.m. to 8 p.m.—Ramborger said she appreciates the experience.

Throughout the summer, Ramborger accompanied Leibovitz and crew on location to a number of photo shoots, including one of Joshua Jackson, a new and upcoming star of the television show "Dawson's Creek," for a milk advertisement, and one of Olympic gold medalist runner Jackie Joyner-Kersey for a sports magazine.

The most exciting by far was for another milk ad, this time of supermodel Rebecca Romijn. The location for this photo shoot was 41st and Broadway. Key thoroughfares in downtown Manhattan were blocked so that Leibovitz could get the perfect shot of Romijn wearing a string bikini and the recognizable milk mustache.

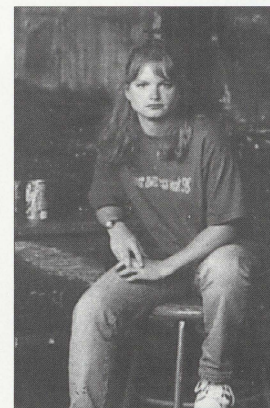
Following in Leibovitz's footsteps of taking portraits that capture the essence of the person being photographed, Ramborger plans to apply what she's learned under Leibovitz's tutelage to her senior thesis project she has embarked upon. Under guidance



from faculty in the TV, Photography, and Educational Technology Department, who were instrumental in helping Ramborger obtain her internship, Ramborger will work on and produce a photography book of her work that will include portraits of Gallaudet figures who play a key role on campus. She also has plans to have the book available for purchase at the Bookstore.

After graduation, Ramborger has plans to work for a major advertising agency, magazine, or some other private organization in their photography department developing photographs. Her long-term goals involve establishing her own photography business some day.

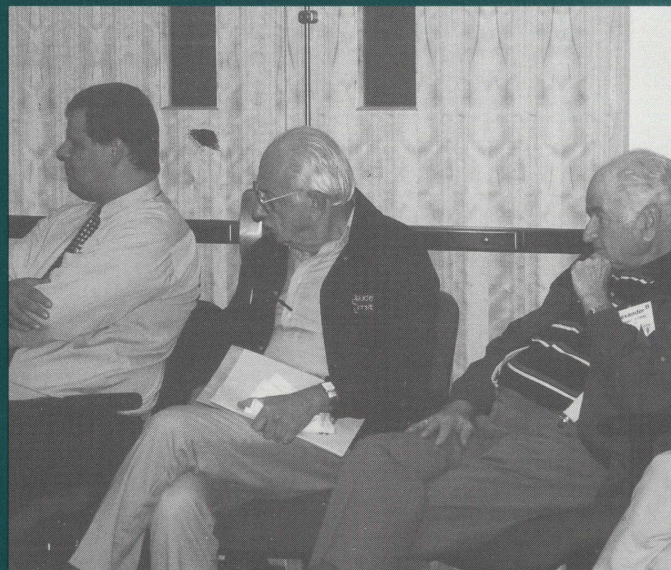
'Some day' may be coming sooner than she thinks. Learning of her once-in-a-lifetime work with Leibovitz, fellow Gallaudet students have already been clamoring for Ramborger to do their portrait. **G**



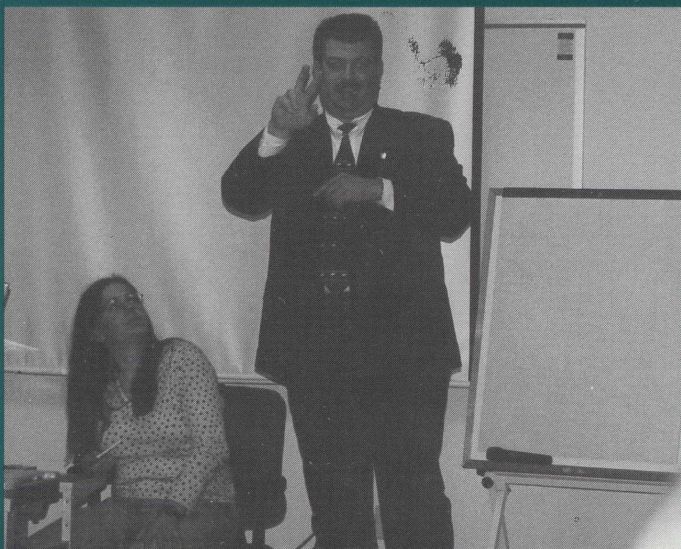
Heidi Ramborger is shown as a stand-in during a lighting and set-up test for a photo shoot—one of her duties during her internship.



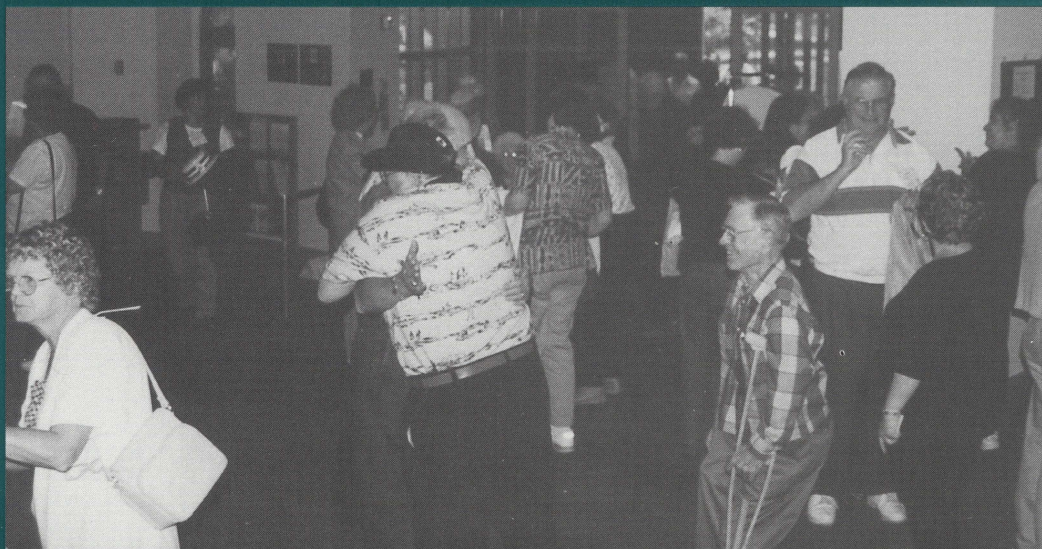
Gallaudet University President I. King Jordan speaks on recent University events and trends at the October 9 GUAA Membership Meeting.



Alumni had the chance to participate in a number of open forums during the 36th Triennial Reunion.



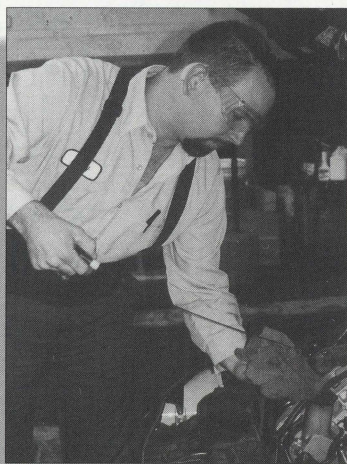
School of Undergraduate Studies Dean Stephen Weiner opened a GUAA alumni and student forum October 8. Forum topics available to participants included careers, community service/leadership, and education/communication.



Gallaudet alumni attending Homecoming/Reunion weekend got the chance to catch up on news with old friends and former classmates.

UP CLOSE

By Mike Kaika



Troy checks the oil level in one of Gallaudet's vehicles.

Troy Stevenson---grease monkey

Troy Stevenson became interested in cars at a very young age. His father and his father's friend were involved with drag racing in Virginia and Troy was always by his dad's side in the pit stops. He would watch the mechanics fine-tune the dragsters, and when he was 10 years old, he started to "work" with his dad and the mechanics.

Now, Troy, along with his supervisor, Duke Germann, are responsible for keeping Gallaudet's fleet of 85 vans, buses, and automobiles in tip-top condition. "We do a lot of preventive maintenance on the vehicles," said Troy. "We do tune ups, brake jobs, lube jobs, and other minor repair work such as replacing water pumps, thermostats, and tire changes." Major work such as engine overhaul or transmission work are sent to a garage that specializes in this kind of service.


Every week, Troy and Duke put the school buses through a 29-point check—inspecting everything from the brakes, tires, and fuel tank to the horn and seat belts. Every six months, the school buses go through the D.C. inspection process. "We want to be sure that the kids are riding on safe and well-maintained buses," said Troy.

Troy attended Gallaudet for three years and has been working in the Transportation Department for 10 years. While Troy was a

student at Gallaudet, he often helped his friends fix their cars. "At that time, I didn't have all the necessary tools to work on my friends' cars," said Troy, "so I went to the Transportation Department and Duke was nice enough to lend some to me."

When Troy decided to suspend his studies, he applied for a position as a mechanic at Gallaudet and was hired almost immediately. He will take a test to become an Automotive Service Excellence certified mechanic sometime in the spring.

The MSSD Drivers Education Program brings students to the Transportation Department to show them the basics of car maintenance. "I enjoy showing these students how to change a flat tire, or how to check the oil level in the engine and other minor but important functions of automotive maintenance," said Troy.

Kendall Demonstration Elementary School also brings its students to the Transportation Department to show them what is underneath the buses and what the mechanics have to do to keep the buses in excellent operating condition. "It is fascinating to watch these little children's expression when we show them the engine in the bus and what the bus looks like from underneath when we put in on the lift," said Troy. "We also show them how to check the oil level with the dip stick and other very basic maintenance." 

First comprehensive bibliography on CODA community published

"Hearing children with deaf parents (codas) live half their life in the Deaf World and half in the Hearing World," states author Thomas Bull in the introduction to *On the Edge of Deaf Culture: Hearing Children/Deaf Parents*, the first comprehensive bibliography on the CODA community. "As adults, some of us hearing children of deaf parents are finding an identity that helps us know our place in the world," Bull continues. "This community is CODA ... I am deaf-hearing-coda, always on the edge of Deaf Culture."

This breakthrough work by Bull, a staff interpreter in Gallaudet Interpreting Services and the second child of deaf parents, is the outcome of his 30 years of research into this unique melding of cultures that is experienced by an estimated 1.5 million people in the United States alone.

Statistics show that as many as 90 percent of children born into deaf families are hearing, but until recently, said Bull, "Many of us wandered in the wilderness for years before we finally met up." But over the past two decades codas have been connecting with

each other, particularly following the founding of the organization CODA in 1983 and the 1986 publication of Lou Ann Walker's noted *A Loss for Words*, which gave the perspective of a hearing sibling in a deaf family. In fact, this summer, the annual CODA conference, which was held in Alexandria, Va., drew 288 participants, the largest gathering in the organization's history.

But the recent bibliography, published by Deaf Family Research Press of Alexandria, Va., provides, for the first time, an extensive resource book for codas that expands greatly on a popular 20-page bibliography, also written by Bull, that was published five years ago by Gallaudet's National Information Center on Deafness.

The book, whose cover is

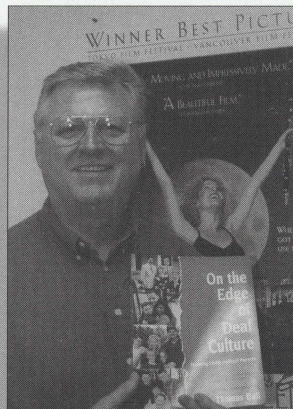
illustrated with photos of Deaf parents and their hearing children—many of whom are from the Gallaudet community—contains chapters on media coverings of the CODA experience: newspaper and magazine articles, books, journals, and audio and video titles. It also includes CODA conference proceedings, resources about codas in America and abroad; and information about, by, and for deaf and disabled parents. In addition, there is a resources section that includes a list of deaf organizations that are paying attention to codas (Kids of Deaf Adults who are under age 18).

Bull focused his energy on the book over the past year and the 360-page work was published in July at his own expense. "It seems like every time I turned

around, the book got bigger—sort of like it had a life of its own," he said. But he added that the effort was not just a labor of love. "I've had a lot of encouragement and support."

So far, the book has been well received by a variety of readers. "I'm glad that codas, deaf professionals in the deafness field, and deaf parents with hearing

children are welcoming the book," said Bull, adding, "I really want to target libraries because I see this as a resource for the larger hearing world."



Tom Bull displays his new book, *On the Edge of Deaf Culture: Hearing Children/Deaf Parents*, the first comprehensive bibliography on the CODA community.



ASK AUNT SOPHIE

Dear Aunt Sophie,

What do you think of the new e-mail system? I don't like it and wish we could stick with Vax. What's wrong with Vax, anyway? This new system is so complicated and you don't know when someone is logged on like you do with Vax, or when the last time a person read his or her e-mail. And you don't know who's on it and who isn't. And people send all those stupid e-mail messages. It's awful.

Grumpy

Dear Grumpy,

Truth is, some of us don't "do new" very well. We get used to certain comfort zones in our lives and would just as soon eat dirt than leave them. Heaven knows your Old Auntie is that way about some things.

Your exasperation over the new e-mail system (it's called Domino, by the way) is understandable. Figuring out how to use it is kind of tricky for those of

us who are technically challenged, and it has some genuine glitches that must be sorted out by campus computer whizzes before it becomes a smooth operation.

Still, it's senseless to fight progress. [Makes me think of the story someone told me recently about one of his relatives who refused to get electricity in her home because she thought it was just a fad.]

Gallaudet must run with the leaders of the technology race, especially technology that influences visual communication. Everyone knows that.

So do your part. Model yourself after me in this instance by adopting an attitude of patient determination. In this way all us will soon become as hooked on Domino as we were on Vax.

If you have a burning question that you would like to ask Aunt Sophie, e-mail her at PUBLI-CREL. Be sure you say your question is for Aunt Sophie.

Bull said he is gratified to help out diverse groups, but he is most interested in having the book clear up misinformation. "I think that the book will help clear up myths, stereotypes, and misunderstandings—such as that deaf parents cannot do a good job of raising their hearing children or that there is very little known about this subject—that exists within the larger hearing community," said Bull, "because I think that knowledge is power and I'm interested in providing accurate information."

Praise for *On the Edge of Deaf Culture* is extensive. For example, Gallaudet President I. King Jordan wrote in the book's credits: "As a deaf parent of two hearing children, I see this as a definitive, comprehensive, and well organized piece of research. It represents a very important part of the foundation for coda history, and will undoubtedly become a very valuable resource."

"As a researcher on deaf families, this is the first book I'll reach for," wrote Dr. Paul Preston, author and co-director of the National Resource Center for Parents with Disabilities, in the bibliography. "Tom's book is a must for anyone interested in deafness. ... As a fellow coda, I want to thank Tom for his gift to our community."

To order *On the Edge of Deaf Culture*, which costs \$30 per copy, e-mail Bull at tom.bull@gallaudet.edu. The book can also be found in the University Bookstore. 